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The handbook is directed to teachers of economically and culturally deprived, Spanish-speaking migrant pupils having a limited command or a complete lack of English. Several suggestions are given for providing a wide range of opportunities for meaningful oral communication as a means of overcoming this obstacle and promoting the use of standard English. Among the suggested activities are the use of real and vicarious activities, reading aloud, art and music activities, and health and physical education activities. Techniques are presented for using these activities to develop social growth as well as reading and/or self concept. Methods of correcting special learning problems and the problems of school placement of the migrant child are recommended. Briefly treated are the advantages of having teacher aides and characteristics of persons best equipped to work as aides. Emphasis is placed on involving Mexican American parents by home visitation. Short bibliographies are provided. (CM)

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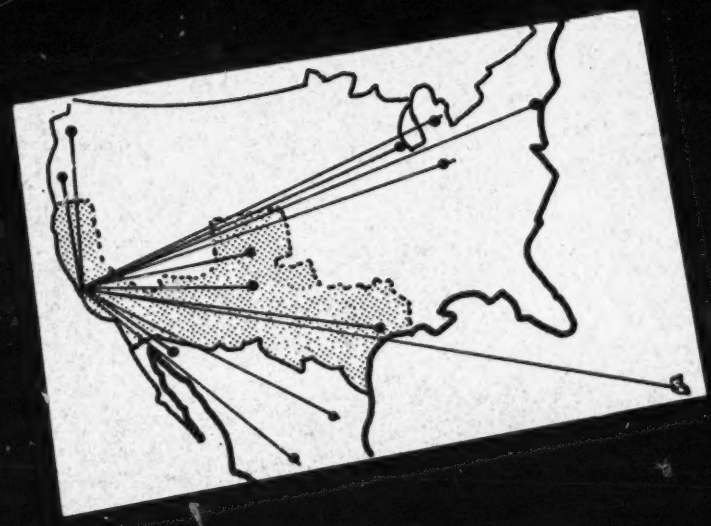
MIGRANT EDUCATION HANDBOOK



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The diligent and thoughtful work of the Migrant Education Task Force is acknowledged in the production of this Handbook. It is our hope that this publication will be useful to those concerned with the education of migrant students.

-- James Stefan
Assistant Superintendent
Special Services

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Foreword

California has more agricultural wealth than any other state in the union. Migrant workers for many years have contributed to this wealth but have not shared in it to any significant extent; their special problems have gone virtually unnoticed, certainly unresolved.

The tide of national concern over the education of disadvantaged children, however, has grown to encompass the migrant student. Any student who moves several times a year, who comes from a non-English speaking home and is raised in an atmosphere of deprivation is likely to have serious educational problems. These circumstances accurately describe the migrant child and his plight.

This Handbook provides basic information that will be useful to those who are directly concerned with the education of migrant children -- especially students of Mexican-American parentage, for the migrant student in California is primarily a Mexican-American student. A recent ethnic and racial survey of the state's public schools shows that 13.9 percent of our students, but only 2.5 percent of the teachers, have Spanish surnames. In Monterey County, the percentage of students with Spanish surnames is 18.3.

This Handbook has been compiled from the experience of a number of educators who have dealt with the problems of the disadvantaged. It was written with the migrant student in mind who desperately needs to learn the skills our schools have to offer him, and for the teacher of migrant children who is looking for ways to increase her effectiveness.

This Handbook is a cooperative venture with the California State Department of Education, Office of Compensatory Education, whose assistance we gratefully acknowledge.

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If you have questions, or would like to know more about any of the topics in this handbook, the coordinators listed above will be glad to help you. Monterey County Office of Education, 132 W. Market Street, Salinas (Phone 424-0655 or 373-2955).

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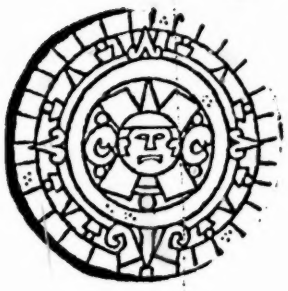
Oral Language Development



The following characteristics of the disadvantaged child which relate to language development have been identified by Basil Bernstein, Gertrude Whipple, Martin Deutsch and others:

1. Models of excellence in the use of vocabulary and sentence structure are not available to these children.
2. Their sentences are shorter and more categorical. There are more incomplete sentences.
3. There is a lack of manipulable objects in the home environment.
4. They use a smaller number of less varied words to express themselves.
5. Their auditory span and capacity for sustained attention is less than that of middle class children.
6. These children meet limited variability in the problems they face and have no opportunities to be challenged by the complexities faced by middle class children. [2]

It is certainly important that we be informed as to what research says about the language characteristics of the economically deprived child. It is also important that we recognize the differences which may exist between the children described in the professional literature and those who sit in our classrooms. One of our concerns must be to identify the specific language deficiencies

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[2]Dale, Edgar. "Vocabulary Development of the Under-Privileged Child," ELEMENTARY ENGLISH, Nov. 1961, pp. 778-779.

which migrant children bring to school and then to provide well-defined programs related to these needs.

The experience of some supplementary education programs indicates that economically deprived rural childrem may have a wider range of perceptual experiences than their urban counterparts described in the literature. They may, in fact, possess a greater store of non-verbal direct information than do many middle class adults who live in a highly symbolic world of words and signs.

The migrant child may have a great deal of facility in the use of the language of his own culture. This dialect may be perfectly adequate and appropriate for his communication needs in his own home and neighborhood but he lacks the language he needs to cope with the middle class curriculum he encounters in school. Our commitment to the crucial role of oral language skills in the self-fulfillment of the economically deprived and the culturally different child is based on the following principles:

Skill in learning to read is definitely and specifically related to skill in the use of oral language.

Learning to speak and understand the language must precede learning to read. For the middle class child who comes to school with a listening vocabulary of 2,000 to 10,000 words, to which he has learned to associate broad networks of meaning, learning to read becomes a task of learning to recognize in print words which are already in his speaking and listening vocabulary. The vocabulary of the reading textbooks is based on studies of the language spoken in his middle class culture.

If the economically deprived child is going to experience success in reading (with all this implies of self-fulfillment, academic achievement and social mobility) he must be given the opportunity to develop greater freedom and facility in the use of oral language. If Goodman's statement is true that "The more divergence between the dialect of the learner and the dialect of learning, the more difficult will be the task of learning to read,"[3] then probably initial experiences in learning to read should be delayed until the sounds of standard English phonology and syntax become familiar to the child.

Oral language skills are essential to the development of a positive self-image in the economically deprived child.

Through oral language, the child develops a sense of his own worth. As the child listens to the sound of his own

[3]Goodman, Kenneth S. "Dialect Barriers to Reading Comprehension," ELEMENTARY ENGLISH, Dec. 1965, p. 853.

voice he grows in self-awareness. He begins to know who he is. He speaks because he enjoys the sounds he makes. His language is his own and no one else's! As he speaks, he has an opportunity to examine his own feelings and ideas and express them. As he learns that others listen and react and value what he says, he gains in a feeling of his own significance as a person.

Some of the children in our supplementary education programs have never been encouraged to speak. Because of their own difficult lives, their parents have had neither time nor the inclination to listen and talk to their children. These children may be lacking in a sense of self-identity and personal worth. Any program of oral language development with disadvantaged children must begin with total acceptance of the child's language and the provision of many opportunities to speak in meaningful situations. The elementary school has a unique opportunity and responsibility to significantly affect language development. The importance of the early years in vocabulary development is pointed out by Benjamin Bloom in Stability and Change in Human Characteristics. "The absolute scale of vocabulary development and the longitudinal studies of educational achievement indicate that approximately 50 per cent of general achievement at grade 12 (age 18) has been reached by the end of grade 3 (age 9). This suggests the great importance of the first few years of school as well as the preschool period."[4]

It is not our purpose to pass judgment on the language or the culture which the child brings to school with him. It is our purpose to help the disadvantaged child acquire additional language skills which will enable him to function in the middle class school. As we help the disadvantaged child acquire facility in the use of standard English, we must help him to recognize levels of appropriateness and taste in the use of language. We must leave him with a feeling of dignity about his culture and his language. We recognize that the child must continue to communicate freely and effectively with his own culture in his own dialect.

Although the development of oral language skills may have been neglected in the past, in favor of greater concentration on developing reading and writing skills, new programs for disadvantaged children are focusing the attention of educators on the significance and priority of oral language development. A recent article in Elementary English entitled "Oral Language or Else" illustrates this. The article shows the necessity of developing speaking and listening skills as the basis for success in other language arts areas. This idea of

[4]Bloom, Benjamin S. STABILITY AND CHANGE IN HUMAN CHARACTERISTICS, p. 105.

the powerful linkage between speaking and writing and reading is having tremendous influences on curriculum development. In the future, schools will place more emphasis on understanding the effects of oral language on other language arts.

In a national survey of language programs for disadvantaged children by the National Council of Teachers of English this weakness was noted, "Most of the elementary programs were doing work in oral language, but much of it was unstructured. Little work, for example, was done in analyzing the oral language difficulties and deficiencies of students and developing specific programs to correct these problems."[5]

Tools for informal analysis of specific problems in oral language of any individual or group of children are available in the tape recorder and Bell and Howell Language Master. A top priority item for the expenditure of compensatory education funds is a tape recorder for every classroom in which there are disadvantaged children. The teacher does not need to be an expert in dialects to make an informal analysis of children's language difficulties. Listening to a recording of individual children talking about a picture, for example, should reveal the patterns of difficulties within the group as well as individually. Martin Deutsch used the technique of telling first graders that a life-sized clown would be happy and his nose would light up if they would talk to him. Five minutes of each child's speech was recorded. Older children were told that their speech would get a rocket to the moon.[6]

When samples of the children's speech are obtained they may be analyzed for such factors as:

- Freedom from pauses, false starts.
- Total verbal output.
- Sentence patterns used.
- Length of sentences.
- Use of elements in the sentence (nouns, pronouns, verbals, infinitives, noun clauses, etc.).

Probably the most promising practices for improving and increasing oral language proficiency are the limiting of class size and the provision of aides. Language initially is learned through mediation. The child makes a simple utterance. The adult repeats the utterance in more elaborate, specific language. Providing a sufficient

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[5]National Council of Teachers of English. LANGUAGE PROGRAMS FOR THE DISADVANTAGED, p. 87.

[6]Deutsch, Martin. "A Study of Language Patterns," THE INSTRUCTOR, March 1966, p. 95.

number of adults in the environment so that the child may interact with them verbally in such a way that his language patterns are extended and his vocabulary broadened should make a major contribution to personal language development.

HOW CAN WE PROVIDE A WIDE RANGE OF OPPORTUNITIES FOR MEANINGFUL ORAL COMMUNICATION?

Speech normally precedes writing and reading. The child should be able to talk with fluency and effectiveness before he learns to read symbols for speech or make those symbols himself. The teacher tries to raise the children's standards rather than impose his. Each individual needs to develop the desire and ability to say what he has to say. CHILDREN LEARN TO USE LANGUAGE BY USING IT -- NOT BY LEARNING ABOUT IT.

Following are some suggestions:

1. Conversation -- is a valuable, informal experience since children often find it easier to talk in small groups. They should be given many opportunities to work on committees and to talk about their own experiences.
2. Discussions -- are informal, but usually are related to the student's school work. Field trips, programs, films, etc., develop concepts and vocabulary related to experiences not in their usual environment.
3. Evaluation -- includes discussion about "How can we improve?" "What did we learn?" Encourage critical thinking and tactful comments.
4. Dramatic play -- helps a child develop originality in oral language. Also gives children opportunity to experiment with the language and to use standard language that may be new to them. Dramatize simple imaginary action. "What would you say and do if ..
   .. you were a bear looking for honey?
   .. you found a spaceship from Mars?"
   Dramatize folk tales with simple plots from their reading or listening.
5. Interviews -- help older children acquire first hand information and give opportunity to test their ability to express themselves.
6. Introductions -- self-image may improve when one knows proper procedure in introductions. Teacher or students might always introduce people who come into the room. Allow children to introduce visitors, parents and friends.
7. Planning -- encourages discussions, critical thinking, sharing ideas.
8. Telephoning -- helps develop skills in communication and telephone courtesy. The student should be able

to identify himself, ask for a person, convey messages and close the call skillfully and courteously.

9. Announcements -- should carry the message who? what? when? where?
10. Choral speaking -- provides opportunity for the child to hear and speak standard English in pleasing sound patterns and rhythm.
11. Dictating -- helps to introduce concepts of the sentence and proper punctuation. Children, later, can dictate to one another, providing oral and written practice at the same time.
12. Directions -- help child to organize and give accurate, brief directions, "what," "when," and "where" facts.
13. Oral reading -- (for an audience) is prepared in advance so that children are not embarrassed by not knowing words and can interpret the selection skillfully. It gives practice in reading and listening thoughtfully. It helps relate written language to oral language.
14. Reciting poetry -- helps the child to feel the power of poetic language as well as to make new vocabulary and standard English patterns "his own".
15. Reporting -- helps the child grow in organizing, ability, vocabulary, sentence sense. Children can report on books read, projects in progress or finished, excursions and other experiences.
16. Storytelling -- helps children in organizing, telling in sequence, using oral expression, sharing favorite stories; also develops self-image. The child is not only speaking but is being listened to by a larger audience.
17. Puppets and flannelboard figures -- helps child to express himself through the puppet. These are good media for dramatizing real life situations or favorite stories. Multi-ethnic puppets help build self-esteem and cultural understanding.
18. Role playing -- helps child to express himself through playing a role. It develops understanding and insight as well as helping the child express himself orally.

HOW CAN WE PROMOTE THE USE OF STANDARD ENGLISH?

It is important that economically disadvantaged students understand that there are practical, specific values in learning to use standard English:

- Vocational and social benefits are made available to the individual.
- Finer distinctions and more accurate communication can be made through the use of standard English.

- The important business in our country is carried on in standard English.

- Valuable information is stated in standard English.

The research of both Loban[7] and Bernstein indicates that children from all socioeconomic levels use a wide variety of sentence patterns. Within the patterns, however, there are wide variations between socioeconomic groups in their ability to use elements in the pattern. According to Bernstein, lower socioeconomic groups tend to use nouns and pronouns in the subject position, but not noun clauses, infinitives or verbals.

Helping children use standard sentence patterns:

1. Sentence building game

   a. Distribute tagboard cards on which are written words which will make a sentence, to four children. (This game should be used with children who have an English speaking and listening vocabulary and are ready to learn to read.)

      I like soda pop

      Have the children stand so that the cards they hold in front of them form a sentence. Then give individual children these cards and have them stand in the appropriate place.

      strawberry to drink on hot days in summer

   b. Have the children complete open-ended sentences; e.g., "I hunted and hunted for my shoes and I finally found them _____." Children complete the sentence, "under the bed", "on the porch."

   c. Have the children expand short sentences.[8]

      A pencil broke ...
      A leaf fluttered ...
      A bell rang ...
      A door opened ...
      A fire burned ...

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[7]Loban, Walter. THE LANGUAGE OF ELEMENTARY SCHOOL CHILDREN, NCTE.

[8]Adapted from Wolfe, Don. LANGUAGE ARTS AND LIFE PATTERNS, Grades 2-8, Odyssey Press, p. 279.

Make the sentences do these things:

Tell where:
A fire burned on the beach.

Tell when:
A fire burned on the beach one May evening.

Put the <u>where</u> or <u>when</u> at the beginning:
One May evening a fire on the beach burned.

Use a color word:
One May evening a fire on the beach burned red.
One May evening a red fire roared on the beach.

d. If children omit function words, use oral drill such as the following:

Listen to this sentence:
"I ate an egg for breakfast."

Now listen again:
"I ate egg for breakfast. What did I leave out?"

Now listen once more:
"I ate an egg breakfast. What did I leave out this time?"

e. Relating oral and written language.

Discovering patterns: Read the books listed below, each of which has a pattern repeated over and over. After leading the children to discover the pattern inductively, help them to write a class book using the pattern. Each child writes one page.

<u>Good Night, Mr. Beetle</u> -- Substitute other animals for those used in the book and create appropriate rhyming lines.

<u>All Kinds of Neighbors</u> -- Ask: What do your neighbors do?

<u>Round is a Pancake</u> -- Write a similar story about square things. Apply the pattern in <u>Round is a Pancake</u>.

<u>The House That Jack Built</u> -- Write a class story based on the story pattern in <u>The</u>

House That Jack Built; e.g., "This is the birthday cake that Jimmy ate. This is the girl who baked the birthday cake that Jimmy ate, etc."

The Old Woman and Her Pig -- Discuss the additive story. Have the children decide what happens to the story pattern as the story progresses. Have the children tell their own cumulative story. Each narrator repeats the preceding action and adds another step.

The Important Book -- Discover the pattern used consistently throughout the book: "The important thing about a _____ is that it _____. It _____ (list characteristics) _____. But the important thing about a _____ is that _____." Write your own Important Book.

PROBLEMS WITH USAGE AND GRAMMAR:

Two criteria should be applied to any item of usage which is selected for emphasis in the elementary school:

1. How much social penalty does the item bear?
2. How frequent is its use?

The teacher should discover the specific problems with usage which his students have. Children should not spend their time learning the fine points of using "shall" and "will" when they still habitually say "he seen" or "I have went."

Walter Loban's logitudinal study of children's language indicates that problems with the use of verbs is the most frequent kind of deviation from conventional usage found in the elementary school.[9] Lack of agreement between subject and verb is the major difficulty in the use of verbs. Verb tense is another common problem.

The following verbs have been suggested by the Syracuse schools as those which should receive the greatest amount of attention in the elementary school:[10]

am, is, are, was, were, been

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[9]Loban, Walter. THE LANGUAGE OF ELEMENTARY SCHOOL CHILDREN, NCTE.

[10]Board of Education City School District. LANGUAGE ARTS IN THE PRIMARY GRADES, Syracuse, New York.

bring, brought
come, came
do, did, done
eat, ate, eaten
have no, haven't any
see, saw

1. Prepare tagboard cards on which are written plural and singular nouns (perhaps related to the study of the community.)

   Two mailmen Three firemen Five pilots
   A rancher A baker

   On another set of cards of a different color write singular and plural forms of the verb.

   help - helps walk - walks came - come
   saw - seen is - are was - were

   Distribute the cards to individual children. Have the children with the name cards choose an appropriate verb card. Have the sentence read and the children decide whether it is correct.

2. Write "actor" and "action" in two columns on the chalkboard. Have the children suggest singular and plural forms of both "actors" and "actions." Under "actions", write words which express action happening as of now (present) by or to the actor.

Actor	Action
car	go
cars	goes
bird	fly
birds	flies
man	walk
men	walks
boy	run
boys	runs

Ask the students to draw a circle around every final "s" in both columns. Lead them to discover that "s" added to a word in the "actor" column forms a plural, but when it is added to a word in the "action" column, it is singular. In the negative, the "s" form is not used.

He goes to school.
He doesn't go to school.

HOW CAN WE DEVELOP LISTENING SKILLS?

Children who come to our classrooms from homes where there

is much noise and distraction may have developed an excellent facility for tuning out the sound of the human voice. Often the teacher complains that directions must be repeated again and again or that the children are easily disturbed and have difficulty concentrating.

The development of the ability to learn through listening is crucial for the economically deprived child, for it is through listening that he will improve his vocabulary, acquire conventional sentence patterns and learn new ways of enunciating and inflecting.

How can children be <u>taught to listen</u>? Just saying "Pay attention!" or "Listen carefully!" does not guarantee that listening will take place. A program of listening improvement begins with producing the environment in which good listening can flourish:

- Make sure that what is said is of interest to the children. Sometimes what we say has been said too often. Often it is beyond the comprehension of the lower class child. The teacher must make his speech so interesting and meaningful that children are compelled to listen.

- Children should see a specific purpose for listening. State definitely and concretely <u>why</u> the children should listen.

- Provide a good physical environment for listening. The children should be relaxed and comfortable if listening is going to be at its best.

- Help children learn to assume a favorable "attitude" for listening.

Some basic principles which should guide the teaching of listening have been identified by Miriam Wilt:[11]

- In the light of children's needs to learn by doing, children should do more talking and listening to one another and less listening to the teacher.

- Material read orally should be new, interesting and meaningful so that children are encouraged to develop critical and intelligent habits of listening.

- Less time should be devoted to parroting questions and answers from the text and to making monosyllabic answers to teachers' questions. More time should be devoted to questioning and problem solving.

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[11] Wilt, Miriam. "The Teaching of Listening and Why," READINGS IN THE LANGUAGE ARTS, p. 50.

- A wide variety of listening experiences should be introduced into classrooms if children are to learn to adapt the kind of listening they do to that type which will best serve the purpose of the activity.

SUGGESTIONS FOR LISTENING ACTIVITIES:

Listening for a specific purpose -- Children should be helped to understand that listening for specific information, directions or explanations involves different skills from ordinary listening. Help students to understand how to interpret cue words, facial expressions and gestures as indicators when something significant is about to be stated.

- Play a listening game by giving increasingly difficult instructions to one child and then another. To the first child say, "Jim, take the book from your desk and put it on my chair." To the next child, "Karen, take the book from your desk, show it to Susan and put it on the bottom book shelf." Continue until someone fails to follow directions correctly.

- In all class activities, follow the policy of not repeating instructions. If repetition is necessary, call on the children to give the instructions again.

Listening to find the main idea -- Play the tape recording of a speech. As the class listens, take notes before them, using the overhead projector. Help them to see the importance of listening for the most significant thoughts. At times, walk away from the projector to dramatize the idea that you didn't need to write all details.

Listening for sequence -- Record a series of numerals or letters on the tape recorder. Increase the number of letters or numbers in the series gradually. Have the children write the numerals you say.

Critical listening --

- Carl Sandburg has said, "A word has long shadows." Discuss with the children the words that make them angry and words that make them unhappy. List words in both categories. This is a good time to explore minority group reaction toward name calling and stereotyping if the emotional atmosphere of the classroom permits this. What "dangerous" words should be avoided? Why?

- Have the children bring in advertisements that depend on verbal impact. Have the advertisements read in

the manner of a radio or television commercial. Discuss the devices advertisers use to sell their product. Older children might discuss and identify "glittering generalities," "name calling," "bandwagon" approaches to advertising. Helping economically disadvantaged children to become critical and discriminating about the products they are invited to purchase is certainly fulfilling a vital need.

Listening for appreciation --

- Listen to appreciate effective language. As the teacher reads a story or selection, the children write the descriptions or vivid words they like.

- Listen to appreciate story elements. The teacher reads a story for enjoyment. She tells the child she will ask them to tell why they liked the story. She leads them to suggest specific reasons -- "The characters act and talk like real people do." "There is lots of action," rather than "It's funny."

USING THE LISTENING CENTER:

The listening center -- A tape recorder or record player equipped with sets of six or eight headphones is an excellent way of providing more opportunities for helping children acquire listening skills. Teachers who have used listening centers as part of the compensatory education program for economically deprived children are enthusiastic about the potential of listening centers for developing the language skills of these children.

Values of the listening center:

- Highly distractable children seem to learn effectively through this medium. They are "bound" by the headsets and almost compelled to listen.

- It makes possible a greater degree of diversification and individualization of instruction.

- Teachers are relieved of some of the burden of preparing duplicated seatwork materials -- often "busy work" of dubious educational value other than that of keeping children quiet.

- "Language immersion," so important for the disadvantaged, poorly languaged child, is facilitated. More opportunity is provided to "bathe" the child in good standard English.

- Creative activities, which stimulate divergent, individual responses rather than stereotyped, convergent thinking, are easily motivated.

Specific activities for the listening center -- Imaginative teachers see many possibilities for improving student communication through the use of the listening center. The techniques listed below are a sampling of the kinds of experiences which might be provided.

Introducing reading with the aid of the listening center:

The opportunity for many experiences in listening to books and stories read aloud is closely related to interest and skill in beginning reading. The listening center multiplies the number of opportunities for children to listen to good literature read well.

1. Listening to well read literature -- Record and book combinations, such as the Picture Book Parade series,[12] are excellent materials for acquainting children with best in children's literature. If only one copy of a picture book is available, one child might sit at the end of the table and turn the pages for all to see.

2. Listening and reading -- Many literature-type readers are available. Stories read from these books are recorded by the teacher, and children follow the story in their own books. At the beginning the teacher sets a specific purpose for listening and also makes suggestions for a simple follow-up activity at the end. She may ask the children to read parts of the story with her.

3. Ways of saying the same thing -- Children listen to the taped sentence and find the words which say the same thing on their worksheets.

   Tape: "Get up, Billy," said Ricky.
   Worksheet: Ricky said, "Wake up, Billy."

4. Spelling -- The teacher dictates a list of spelling words. Use as follow-up on mastery of spelling patterns. Children write independently and then check their work from a chart or from the correct spelling on tape.

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[12] Woods, Weston. PICTURE BOOK PARADE. (Twelve different albums each with four recordings of the best in children's picture books.)

at	fat		ask
cat	rat	or	asks
mat	hat		asked
			asking

5. News of the day -- Record as the children share their news items at the beginning of the day. Ask a committee to prepare a follow-up activity; e.g., questions to answer, headlines to write, illustrations to draw.

6. Recorded music -- Have the children participate in some group experiences in listening and responding to music. Then introduce a listening selection with interest and appeal to the entire group. (Carnival of the Animals, Peter and the Wolf, La Mer) The children listen to the selection as a listening center activity and respond as they listen in some medium, e.g., watercolor, chalk, fingerpaint.

HOW CAN WE PROMOTE CONCEPT AND LANGUAGE DEVELOPMENT THROUGH ENHANCING SENSORY EXPERIENCE?

Children from economically deprived homes may have had little opportunity to develop keen sensory awareness. They may have had:

- Limited experiences with a wide variety of learning materials which offer a broad range of textures, sights, sounds and smells.

- Fewer opportunities to extend sensory experiences beyond the immediate environment.

- Perceptual experiences which are different from those of middle class children and middle class teachers.

- Encounters with ugliness and unpleasantness in their sensory world.

- Fewer occasions to label experiences because of the lack of an adult who sees the importance of functioning as the "mediator" of his experiences.

Specific experiences designed to help children take in the world with all senses alert (such as those listed below) should result in improved vocabulary as well as a heightened joy in living. Sensory awareness aids learning because it involves the assimilation of life experiences. Creative thinking and doing depend on the capacity to use sensory equipment to the fullest.

SENSORY EXPERIENCES:

Activities to develop vocabulary for vivid sensory detail -- sound, sight, taste, smell, feel, are listed below:

Have available a "feel box," filled with items of different textures. Ask children to bring in items to add to the collection. Suggestions: rock, cork, fur, velvet, satin.

Have the children describe each item, keeping a record of what they say. Later a chart should be compiled for daily use.

Have the children find objects in the box with certain characteristics.

smooth and round smooth and cold
smooth and soft smooth and etc.
Use similies -- A rose petal feels as smooth as velvet.

Give a description of something in the feel box and let the children tell what they think it might be. Then show them the item and check it out with their own first hand experience.

round rough
firm squeezable } SOS Pad
hand size

Ask each child to bring an item and describe it to the class.

It is square. It is white.
It is hard. It is small. It is a sugar cube.
The person who guesses may bring an item the next time.

Have children make collections of words for themselves. Some may be put on class charts:

Things We Like to Touch Quiet Sounds
Our Favorite Sounds Sounds We Hear in the Woods
The Softest Things Sounds at a Noisy Corner

Older children might prepare one or two sentence descriptions about vivid sights, sounds and smells based on actual experiences:

What do these words make you see?
Wind -- leaves blowing, trees swaying, dust clouds, clothes whipping on a line
Desert -- scorching sun, gritty sand, rattlesnakes

Distribute to each child an object of different description and texture: cotton, sandpaper, grapes, ice cubes, brushes. Have children list words which describe the objects. Examples:

brush: stickery, scratchy, prickly, stiff
ice cubes: cold, freezing, wet, slippery

Have the children collect ten words which they think are beautiful. Compare the student's list with Dr. Willard Funk's list: dawn, hush, melody, chimes, lullaby, murmuring, luminous, tranquil, golden, mist.

Ask each child to bring a flower or bring some yourself. Help the children experience the flower more fully by asking:

- What is the name of the flower?
- How many petals does it have?
- What shape are they?
- How does a petal feel when you stroke it with your fingers? When you rub it against your cheek?
- What color is it? Can you think of something else that is almost exactly the same color?
- How long is the stem? Is it hollow or solid? Will it break easily?
- How long is the stamen?
- Can you imagine that you are a flower? How do you feel when it rains? When the wind blows?

Make a tape of sounds. Include such things as a tea-kettle whistling, an egg beater, door bell chimes, water running, typing (also putting paper in and taking it out), crumpling paper, a car starting and other common sounds.

- Play the tape for all the children and have them identify the sound.
- Use the tape in the listening center. Have the children draw a picture to show what made the sound or write the word. (A chart with the words, including some "jokers," might be provided.)

Use children's books to sharpen sensory awareness. The children's books listed on these pages deal with how things look, smell, taste, feel and sound and how these sensory experiences make us feel. Books are included which could help children develop greater awareness of other people and respond to and identify with them emotionally. These books have been written with a great deal of sensitivity. Reading and discussing them with children should open new doors of sensory exploration.

DEVELOPING SENSORY AWARENESS:

1. IT'S REALLY NICE. McGrath.

"What are your ideas about things that are really nice?"

2. MY FIVE SENSES. Showers.

3. NOW IT'S FALL. Lenski.

Discuss (and perhaps write) "What I like about Fall _____. (or Spring _____ or Summer _____.)

4. SPRING IS A NEW BEGINNING. Anguino.

5. THE BEAUTIFUL THINGS. McGrath.

Ask: "What do you think is the most beautiful thing in the world?"

6. THE SNOWY DAY. Keats.

SOUND:

1. ALL SIZES OF NOISES. Kuskin.

Ask: "What are the loudest sounds you can think of? Smallest, softest sounds?" You might make a chart to which you add loud and soft sounds as the children "collect" them.

2. DO YOU HEAR WHAT I HEAR? Borten.

3. LET'S IMAGINE SOUNDS. Wolff.

4. "Quiet Sounds" in SOMETHING SPECIAL. DeRegnier.

5. THE LISTENING WALK. Showers.

Take a listening walk. Compose a group story about what you hear.

6. THE LOUDEST NOISE IN THE WORLD. Elkin.

SMELL:

1. WHAT IS YOUR FAVORITE SMELL, MY DEAR? Gibson.

Open-ended sentence: "My favorite smell is _____."

SIGHT:

1. BLUE IS THE COLOR OF THE SKY. Dalton.

Choose a color. What does the color make you think of? How does it make you feel?

2. COLOR, COLOR, COLOR. Gibson.

3. HAILSTONES AND HALIBUT BONES. O'Neill.

4. LET'S IMAGINE COLORS. Wolff.

5. RED IS THE STRIPE ON PEPPERMINT CANDY. Dalton.

6. YELLOW IS THE COLOR OF A DUCK. (one on each color) Dalton.

TOUCH:

1. FIND OUT BY TOUCHING. Showers.

TO DEVELOP EMOTIONAL AND SOCIAL AWARENESS:

1. A FRIEND IS SOMEONE WHO LIKES YOU. Anglund.

After discussing the meaning of friendship: "Have you a best friend? What makes him so?" "Do you like to do the same things, etc.?" "When is a person not a friend?" "Let's write about an incident that tells about your being a friend."

2. HAPPINESS IS A WARM PUPPY. Schultz.

To develop the ability to talk, to write about how you feel about things, discuss: What makes you happy, what makes you feel safe and not afraid? Use open-ended sentences. Have children complete and draw picture. Make a class book: "Happiness is _____." Love is _____." etc.

3.	IT'S NICE TO BE LITTLE. Stanley.	Appreciation of what we are now. Discussion: "Name all the things we can do now." "What can you do that older people cannot do?" "Draw and write about your favorite things that you do."
4.	LOVE IS A SPECIAL WAY OF FEELING. Anglund.	"When do you feel loved? When do you feel not loved? Who always loves you?"
5.	LOVE IS WALKING HAND IN HAND. Schultz.	
6.	MY TURTLE DIED TODAY. Stull.	To help the child accept the loss of his pet or someone dear, the teacher may just read to him individually or to the class.
7.	PEOPLE I'D LIKE TO KEEP. O'Neill.	For older children. About different people the authors find interesting. Children might want to imitate author's style.
8.	PEPITO'S STORY. Fern.	These stories are about the joy of giving and the idea that each person has a gift or talent all his own.
9.	ROSA-TOO-LITTLE. Felt.	
10.	SECURITY IS A THUMB AND A BLANKET. Schultz.	
11.	THE DEAD BIRD. Brown.	
12.	TICO AND THE GOLDEN WINGS. Lionni.	

Reading Experiences

Before a child is expected to read printed materials, he needs to speak the language that the printed symbols represent. Since speech represents experience, this language facility will be nurtured best by an activity curriculum. This language experience approach helps the learner to understand his world as he learns labels and language patterns needed to communicate these understandings.

Until there is considerable oral language mastery based on experience, printed symbols serve mainly to develop awareness of the relationship between speech and print. This is to say, though print certainly will be a part of the learner's environment in charts, dictated stories, picture and story books, labels, etc., it will be there for the purpose of "exposure to print."

Through seeing speech become print and hearing print become speech, a concept of reading develops. As the idea of reading and writing evolves out of the listening and speaking activities of rich experiences, the learner will begin to take specific notice of printed symbols as meaning-bearing units. Only at this point is a program designed to develop reading skills likely to be successful.

Many generalizations about sound-symbol relationships (beginning and ending sounds, rhymes, etc.) will be absorbed in process of developing the reading concept. When the learner can speak in complete sentences, understands the idea of reading and has the normal physical maturation of a beginning reader (see section on specific learning problems) a developmental reading program can begin. Ideally, the learner should be able to identify

with the characters and activities in the reading materials. For this express reason, the language experience approach used to develop the concept of reading is recommended as a developmental program. Cheyney[13] states, "A fundamental approach to the development of reading proficiency among the disadvantaged is the language experience method advocated by Van Allen." This plan incorporates children's immediate and personal experiences in material for vocabulary and general reading development.[14]

Published reading programs, that present specific developmental skills in sequence, should be selected on the basis of the following criteria:

1. Emphasizes oral language activities.
2. Emphasizes first-hand experience for concept learning and word meanings.
3. Presents characters and activities related to reader's life situation and interests.
4. Contains curriculum enrichment projects, teaching aids and other extra help such as charts, vocabulary card sets, etc.
5. Develops the manual as a clear program framework that allows for maximum involvement of teacher's creative teaching ideas.

TESTING:

To determine group placement, tests created by a particular reading program are valuable because they are related to the material that is to be used.

An informal reading inventory[15] when carefully administered can determine a student's independence, instructional frustration and hearing levels of reading.

Dolch[16] suggests that for practical and effective quick screening, in a rough preliminary way, it is useful to

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[13]Cheyney, Arnold B. TEACHING CULTURALLY DISADVANTAGED IN THE ELEMENTARY SCHOOL, 1967, p. 82. Ohio: Charles E. Merrill Books, Inc., Columbus.

[14]Van Allen and Allen. AN INTRODUCTION TO A LANGUAGE EXPERIENCE APPROACH PROGRAM, Level I and II, 1966. Illinois: Encyclopedia Britannica Press, Inc., Chicago.

[15]Johnson and Kress. INFORMAL READING INVENTORIES, 1956. Delaware: International Reading Assn., Newark.

[16]Dolch, E.W. "How to Diagnose Children's Reading Difficulties by Informal Classroom Techniques," THE READING TEACHER, Vol. 6, Jan. 1953, pp. 10-14.

have a child read two or three sentences from the text being considered for instructional use. A quick comprehension test can be given the whole reading group by asking them to silently read (4 or 5 pages) selected from near the beginning of the book. As each pupil finishes, he is to close the book and look up. In this way the slowest readers can easily be spotted. When all have finished, the teacher can read a list of 10 to 15 questions about the passage read, which the children will answer. (Preferably short answers, not objective type questions.) Children unable to score at or above 70 per cent are likely to have difficulty in understanding the book. "If teachers will help children take the trouble to try the book on for size"[17] not only with basal readers but with trade books and context area texts, many frustrating learning experiences can be prevented. A child can discover the readability of a book for himself[18]. If he turns down a finger for each word he can't read on one page, a closed fist (5 words) indicates that the book is probably too hard.

The most successful teaching of skills occur when the student is made aware of a certain skill need. The basic drive for competence can help sustain interest in the learning process if the student clearly understands where he is and where he is going, in the reading program.

A final thought on reading evaluation from Harris[19] is one of caution about testing.

> "In the process of making a diagnosis it is necessary to collect facts, and tests can contribute many of the facts needed. But the heart of diagnosis is not testing. It is, rather, the intelligent interpretation of the facts by a person who has both the theoretical knowledge and the practical experience to know what questions to ask; to select procedures, including tests, which can supply needed facts; to interpret the meaning of the findings correctly; and to comprehend the interrelationships of these facts and meanings. The natural outcome of a diagnostic study is a plan for treatment which involves two parts: (1) a plan for correcting or minimizing those handicapping conditions which are still inter-

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[17] Chall, Jeanne. "Ask Him to Try on the Book for Fit," THE READING TEACHER, Vol. 7, Dec. 1953, pp. 83-88.

[18] Veatch, Jeannette. READING IN THE ELEMENTARY SCHOOL, 1966. New York: Ronald Press.

[19] Harris, A.J. HOW TO INCREASE READING ABILITY, 1961, p. 221. New York: David McKay Co., Inc.

fering with learning, (2) plan for remedial instruction that is most likely to be successful in the light of what has been found."

Most helpful information on reading for the disadvantaged learner can be found in Teaching Culturally Disadvantaged in the Elementary School[20]. This easy to read and uniquely designed book might well serve as a handbook for all teachers who work with disadvantaged children.

PRECEEDING A READING SKILLS PROGRAM:

Experiences for Developing Concepts -- the Building Blocks of Language:

A. Real Experiences

1. Class activities -- Anything that happens during the school day is "grist for the language experience mill." The total curriculum contributes to language development. A story chart may be anything from a beginning-of-the-day sharing to a last-of-the day science experiment.

2. Field trips -- Are extensions of classroom experience to gain direct information about people, places and things. This can be anything from a simple trip down the street on a "discovery" mission, to an organized trip requiring considerable pre-planning and arrangements. (Take a box camera along to document the experience for a language book of the event.)

3. Resource person -- Anyone who is able to share enthusiasm and special information about a particular topic of interest to the class. It may be someone who comes just once to tell about and show a collection of materials or it may be a volunteer storyteller who comes every week.

4. Creative dramatics -- Acting out ideas, stories, poems, songs, etc. This can be a whole group activity where every child is the "little brown seed, so quiet in the ground, that grows and grows and grows", or a few children acting out the roles of storybook characters. An adult

[20]Cheyney, Arnold B. TEACHING CULTURALLY DISADVANTAGED IN THE ELEMENTARY SCHOOL, 1967. Ohio: Charles E. Merrill Books, Inc., Columbus.

"Children's Theater" is fine if it can be arranged.[21]

5. Dramatic play -- Role playing is an opportunity for spontaneous expression in a make believe setting such as a play house, store, train, submarine, etc. This type of language experience is most valuable. Be sure to plan time and materials for this activity.[22]

B. Vicarious Experiences

1. Films -- Secondary sources of information when the direct source is not available. Films can also reinforce direct experience, stimulate creative thought, discussion or development of a new idea.

2. Filmstrips -- A rich source of language stimulation. Children can share these for conversation as an independent activity. They can look at a frame as long as they wish, turn back frames or see the whole strip all over again. Many filmstrips correlate storybooks, records and folk songs to reinforce these other language arts.

3. Picture collections -- An unlimited source of ideas for language development.

(a) association -- "sound" books of pictures illustrating objects that have the same beginning sound in their labels

(b) categories -- pictures of things that move, things that fly, cloth things, etc.

(c) interpretation -- "tell what you think will happen next, how you think the people in the picture feel"

(d) description -- tell what you see in the picture

(e) comparison -- smooth and rough things, heavy and light things, thin and thick things, etc.

4. Realia collections -- Anything at all that

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[21]Cheyney, Arnold B. TEACHING CULTURALLY DISADVANTAGED IN THE ELEMENTARY SCHOOL, 1967, p. 120. Ohio: Charles E. Merrill Books, Inc., Columbus.

[22]ibid, p. 46.

provides sensory experience to extend concept development. It may be as elaborate as a complete collection of objects for a project or just a set of dishes for the playhouse.

Specific Areas of Language Development:

A. Oral Language Development

1. Poetry (especially nursery rhymes) -- A time-tested source of teaching sounds and patterns of language. Be sure to invite the children to dramatize the verse whenever possible (also make charts).

2. Picture sets -- Especially designed to aid oral language development. Manuals and suggestions on back of the pictures indicate the most effective use of materials. (See bibliography, page 16)

3. Language development kits -- Charts and manipulative materials designed to stimulate spontaneous oral expression. (See bibliography, page 16)

B. Perceptual-Motor Learning

Materials are available for both measuring and developing this sensory learning potential (Frostig, Winterhaven).

C. Auditory Perception

Purposeful listening experiences can be provided with listening centers, tape recorders, language masters, story records, speech filmstrips and records.

Children's stories especially structured to encourage audience participation. [23]

Special Concerns for Language Development:

A. Self-Image

Language is a very personal possession. The learner who is linguistically adequate only in his dialect, must feel that his style of communication is recognized and respected if he is to accept the school's language as "another way" to talk. [24]

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[23] Martin, Bill Jr., ed. SOUNDS OF LANGUAGE READERS, 1966. New York: Holt, Rinehart & Winston, Inc.

[24] Shuy, Roger W., ed. SOCIAL DIALECTS AND LANGUAGE LEARNING, 1964. Illinois: National Council of Teachers of English, Champaign.

B. Natural Interest

The major value of beginning reading with a child's own language is the "built-in" interest factor.

"The little child who enters school is infinitely curious, and he is willing, as a rule, to give adult proposals a trial. This curiosity, at least with regard to what is set out to be learned, gradually disappears. In the place of curiosity, we accumulate resistance."[25]

"We place too great a premium on memory and compliance ... Education ought to develop a student's own curiosity." (Dr. Julian Nava, Los Angeles School Board Member in an interview for Los Angeles Times story, Sunday, June 4, 1967.)

C. Basic Need

Verbal expression is an important way of getting attention and acceptance.

"Even the very young student who can express himself in an interesting way usually gets the attention and affection of others (including the teacher)."[26]

"Mental health is largely a function of effective communication."[27]

D. Understanding

Everyone does the best he can under the circumstances.

Diagnostic teaching is the process of discovering and keeping track of each child's progress so that each day he may learn what he needs and is ready to learn.[28]

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[25] Kelley, Earl. EDUCATION FOR WHAT IS REAL, 1947, p. 22. New York: Harper & Row, Publishers.

[26] Maslow, A.H. "A Theory of Human Motivation," PSYCHOLOGICAL REVIEW, Vol. 50, pp. 370-396, 1943.

[27] Rogers, Carl R. "Communication: Its Blocking and its Facilitation," ETC, Winter, 1952.

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Children's Literature

READING ALOUD:

Reading should be viewed as an enrichment of active experience. All enrichment activities must be based on the known. It is important to be sure not to expect of migrant children more background experience than they have had.

Read aloud as a means of enhancing the dramatic qualities, humor, and feeling of rhythm in written works.

Enthusiasm is contagious. A teacher who reads to children because he loves to interpret the story to them, will make the story more appealing than one who reads as a duty only.

Stories read aloud are not those limited to the child's reading vocabulary, but should have most of the words within his speaking or comprehension vocabulary.

It is important to like to read and to like the story you are reading. You can't fool the child so don't try.

It's important to remember you are reading to children. Make them feel a part of the circle. You, the child and the story are all one.

Voice is as important in reading aloud as in story telling. A voice pitch must be pleasant and soft, but not so quiet as to be difficult to hear. Modulation and emphasis are important to avoid droning monotony.

It's best to read picture books to small groups of children who can see the pages as you read. It interrupts

a story thought to stop and share a picture before turning a page.

PICTURE BOOKS:

Picture books must have beautiful pictures that are clear, bright, beautiful and humorous with details of little things that children know. These are appealing to a child. The pictures tell the story for him when it has been read to him many times. It must not be too long and it must have a plot or a point made. Preschool, kindergarten and pre-reading children should not have the controlled vocabulary materials read to them. They should be saved for the child to read to himself when he can. Because of the limits of the vocabulary in these "I Can Read" and "Beginning to Read" books they are rather dull when read aloud as compared to a beautiful story like Cinderella or The Egg Tree by Katherine Milhous. These latter books are the appetite pill that will make the child want to become a reader so that he may read for himself.

BOOKS FOR CHILDREN PRESCHOOL TO GRADE 2:

1. AMIGO. Byrd Baylor Schweitzer.
2. ANGUS AND THE DUCKS. Marjorie Flack.
3. A POCKETFUL OF CRICKET. Rebecca Caudill.
4. BLUEBERRIES FOR SAL. Robert McCloskey.
5. CURIOUS GEORGE. H. S. Rey.
6. GOODNIGHT MOON. Margaret Wise Brown.
7. MARSHMALLOW: Claire Newbery.
8. MIKE MULLIGAN AND HIS STEAM SHOVEL. Virginia Lee Burton.
9. THE GROWING STORY. Ruth Kraus.

Showing parts of the film Lively Art of Picture Books would be a good introduction to picture books. The film is too long to show completely to children in one sitting.

There are also many Weston Woods filmstrips and records available on very fine picture books.

Boys and girls never tire of listening to stories. Many will miss some of the wonderful stories if they are not read to them. There should be a time in every school day for reading aloud to the children.

BOOKS FOR CHILDREN IN 3RD AND 4TH GRADE:

1. A TREE FOR PETER. Kate Seredy.
2. BLUERIDGE BILLY. Lois Lenski.
3. BLUE WILLOW. Doris Gates.
4. BRIGHTY OF THE GRAND CANYON. Marguerite Henry.
5. CHARLOTTE'S WEB. E. B. White.
6. COTTON IN MY SACK. Lois Lenski.
7. KING OF THE WIND. Marguerite Henry.
8. MISTY OF CHINCOTEAGUE. Marguerite Henry.
9. PRAIRIE SCHOOL. Lois Lenski.
10. STRAWBERRY GIRL. Lois Lenski.
11. THE WHITE STAG. Kate Seredy.
12. WIND IN THE WILLOWS. Kenneth Graham.

BOOKS OLDER BOYS AND GIRLS WILL ENJOY:

1. AND NOW MIGUEL. Joseph Drumgold.
2. KIND OF THE WIND. Marguerite Henry.
3. NORTH FORK. Doris Gates.
4. THE LONER. Ester Weir.
5. THE RUMPTY DOOLERS. Ester Weir.
6. THE WHITE STAG. Kate Seredy.

Children love repetition. They love to hear the same stories over and over as they become old friends.

They also enjoy repetition within the stories -- words repeated, and phrases, too, such as:

> ....."down, down the mountain" or "hundreds of cats, thousands of cats, millions and billions and trillions of cats."

One of the best sources of repetition and rhythm is in the nursery rhymes. It's so easy to learn a short little verse that swings along rhythmically with words that rhyme or "sound alike."

1. BOOKS OF NURSERY AND MOTHER GOOSE RHYMES.
   Marguerite De Angeli, Illustrations.

2. DOWN, DOWN THE MOUNTAIN. Ellis Credle.

3. MILLIONS AND MILLIONS AND MILLIONS.
   Louis Slobodkin.

4. MILLIONS OF CATS. Wanda Gag.

5. THE REAL MOTHER GOOSE. Blanche Fisher.

ALPHABET BOOKS:

There are hundreds of alphabet books available today that do far more than introduce the alphabet. They are filled with animals familiar and unfamiliar, illustrated in soft, pastel colors and bright gaudy splashes of color. Bruno Munari has given us one of the brightest ones. Others have combined alphabet and story in verse to take the children from A to Z. Alphabet books will introduce much more than A to Z. They teach the initial consonant or vowel sounds, and they teach names of the things they picture.

1. ABC BUNNY. Wanda Gag.

2. A IS FOR ANNABELLE. Tasha Tudor.

3. BRUNO MUNARI'S ABC. Bruno Munari.

STORYTELLING:

Everyone is a potential storyteller and nearly everyone has been telling stories since he learned to talk. However, to be an effective storyteller takes a little more than the wish to tell a story. Here are some guidelines.

- Know what makes a good story for telling.
  - One with single plot or idea.
  - One that uses simple language.
  - One that holds universal appeal.
    - Humor
    - Love of adventure
    - Desire for courage
    - Compassion
    - Imagination

- One whose ending follows closely after the climax.
- One that is not too long.
- One you like and like to tell!

- Know how to tell a story.
  - Memorize the story from a set of mental pictures -- not word by word.
  - Realize the importance of words and use them with meaning and strength.
  - Use timing effectively.
  - Use a pleasing voice -- modular pitch, breath control and clear enunciation -- and always correct pronunciation. (This is achieved by developing a good listening ear for comparing one's own voice to others that are pleasant and non-monotonous.)

Many people use devices to help them tell stories. A flannelboard or hook-and-loop board on which the story can grow or develop is very fascinating. Little Black Sambo can shed his clothes one by one on a flannelboard or the Little Boy Who Wanted Red Wings can sprout them right before the whole class.

Hand or stick puppets can be most helpful in telling a story too. Sometimes one object can start the story. Even a bean might be the beginning for the story of Jack and the Beanstalk.

If you are clever, a chalk-talk story can be lots of fun, too.

Whether you tell stories or read them they should:

- Be enjoyable.
- Contribute to a background in literature for the child.
- Entice the child into further activities.

If you pick stories that meet the criteria for good stories and are ones you enjoy, the children will enjoy them.

Maybe the children will want to tell their own stories -- maybe they can start by telling of something at home. This could be about a dog or a doll or it could be a description of a feeling like what it feels like to crawl into bed at night or to have mud squishing between your

toes. A story like "Mud, Mud, Mud" would be a good starter for this last topic.

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3. HOLIDAY ROUND-UP. Lucile Ponnell.

4. JUANITA. Leo Politi.

5. LITO THE CLOWN. Leo Polito.

6. MISSION BELL. Leo Politi.

7. PEDRO, THE ANGEL OF OLVERA STREET. Leo Politi.

8. ROSA. Leo Politi.

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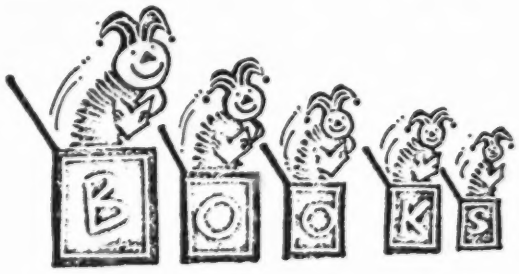
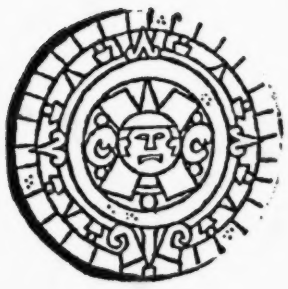




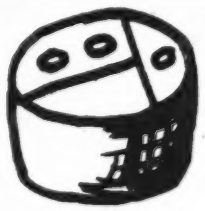
Art Experiences

Art activities should play an important part in the supplementary education program for migrant children. They:

- Provide opportunities for success which are not dependent on language skills.
- Give opportunities for learning to observe carefully and for developing concepts of shape, size, color, etc.
- Open channels for the communication of ideas, attitudes and feelings.
- Motivate language by giving the child something specific and concrete to talk about.

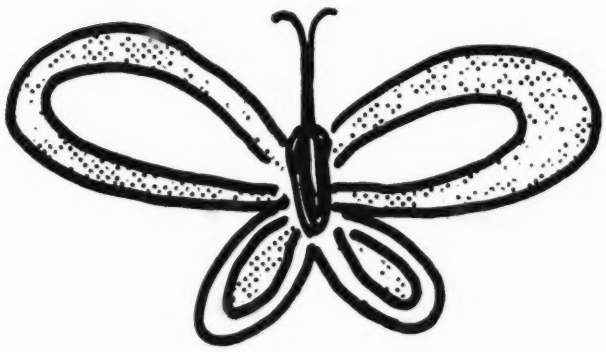
The presence of teacher aides in classrooms who can work with small groups makes possible art experiences which might not be attempted with a large group. Unusually "messy" projects or activities involving materials available in limited quantities are best planned for small groups. The activities listed below could be used in either small or large groups depending on the availability of materials.

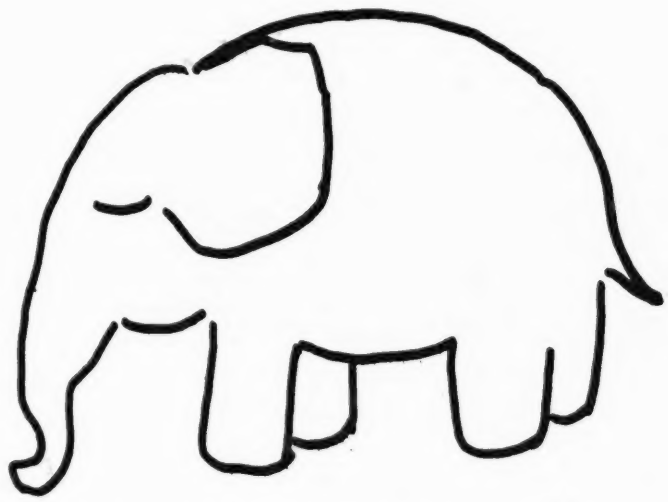
Clay Printing -- Give each child a piece of oil base clay. Have him work with the clay to make it smooth and flat on one end. Using a pencil, press a design into the clay. Lay the pencil flat and press down to make a line indentation. Use the eraser end to



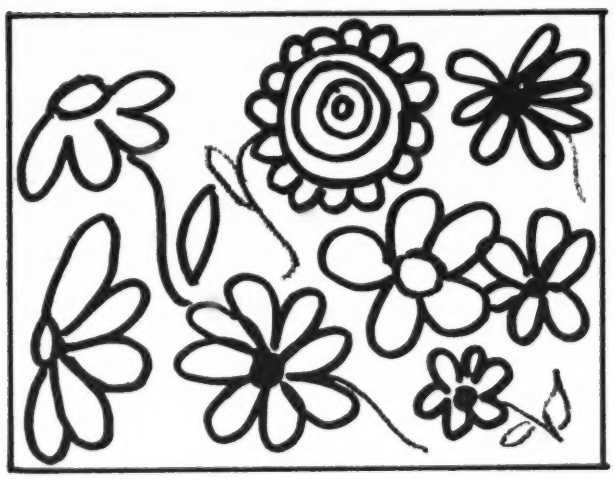
make a dot. Apply tempera paint to the clay design with a brush. Stamp the design on construction paper, tissue or newspaper. Another design might be made on the other end of the clay. Use another color and alternate or superimpose the new pattern with the first.

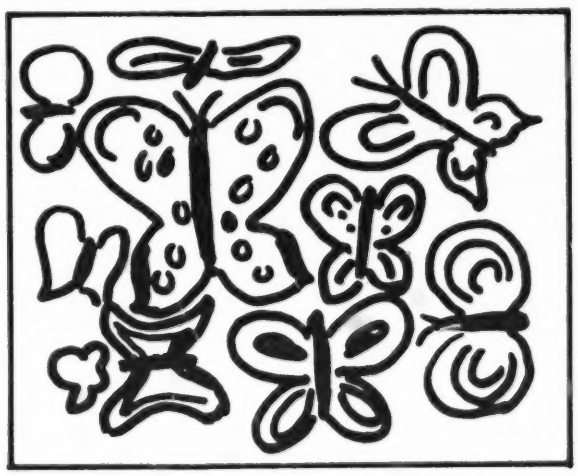
"Laminated" Butterflies or Animals -- Cut a pattern for a butterfly or animal from tagboard or other heavy paper. Using this as a pattern, cut about 25 identical forms from newspaper. "Paint" one of the newspaper forms with wheat paste, white glue diluted with water (2 parts water to 1 part glue), liquid starch. Lay another form exactly on top. Continue gluing the forms until all are glued together. While still wet, shape the butterfly wings upward. If an animal has been made, place small balls of crumped newspaper under the laminated forms to suggest body contours. When forms are dry, paint with tempera paint.



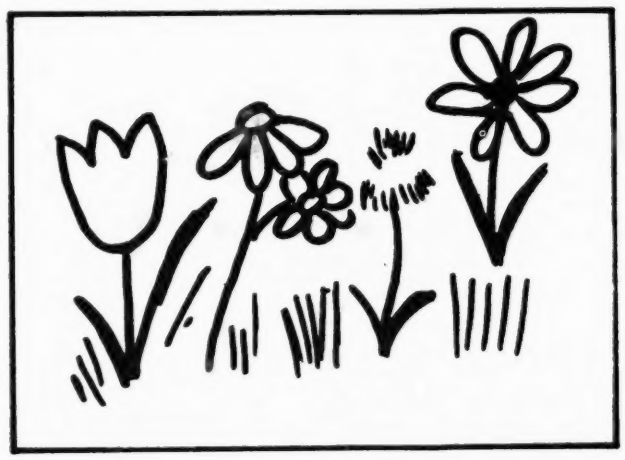


Chalk and Wet Paper -- Cover desks with newspaper. Dip 12" x 18" paper into water. While paper is wet, draw a simple design of flower, butterfly, fish, fruit. Repeat the design in various sizes until all areas of the paper are filled. Let the area to be filled suggest the shape of the design.

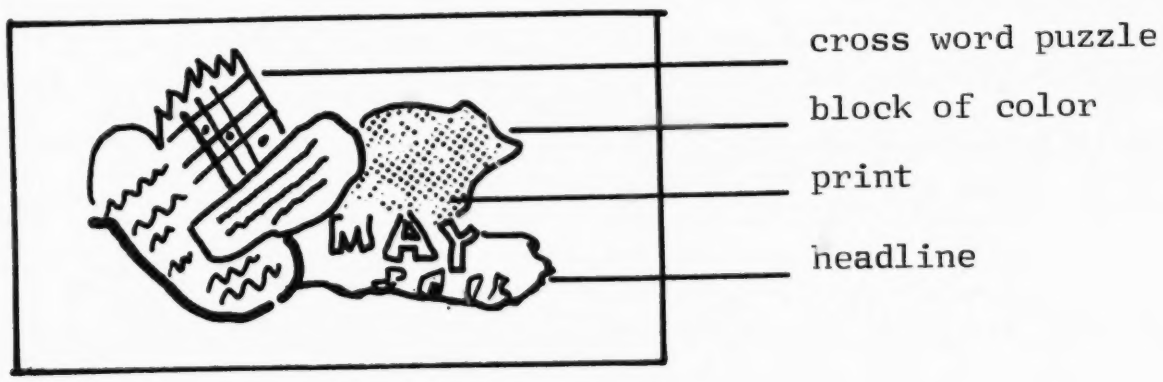




Painting With Dry Tempera -- Put small quantities of powdered dry tempera in the cups of an egg carton. Supply each child with a large watercolor brush. Dip the brush into water and then into dry tempera. Try painting on various colors of construction paper as well as on white drawing paper.



Montage -- A montage is created by arranging pictures, colors, parts of pictures selected from a single source. The shapes or forms may be cut or torn and then glued or pasted to a background.



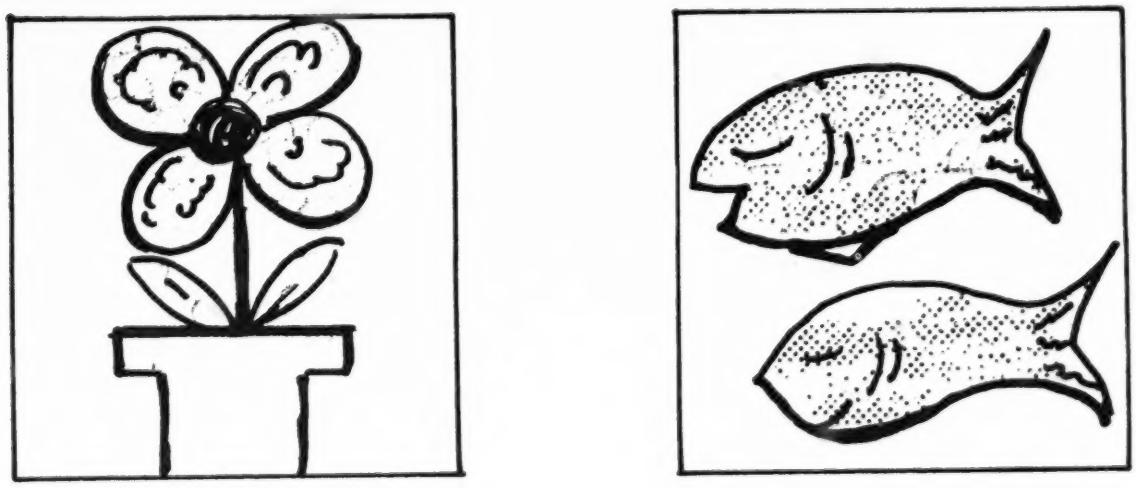
Textures of all kinds may be found in the newspaper. The stock reports page provides a sandy texture, advertisements make a rough surface, headlines a smooth surface, comic strips a variety of textures. Plan contrasts for effective work.

Dark and light	Texture and plain
Smooth and rough	Warm and cool colors

Old magazines are excellent for constructing montages.

Crayon and Chalk Etchings -- Give each child two pieces of the same size manila drawing paper. Cover one piece completely and heavily with yellow chalk. The chalk is then covered with a layer of dark-colored crayon and then a layer of light color (yellow over red, yellow over brown, lavender over purple). Place the second manila sheet over the heavily covered paper. Do the etching with a soft lead pencil. Draw the picture or design and shade with pencil as you would a pencil drawing. Press hard. When the picture is completed, there will be two of the same design. Mounting them together on construction paper will enhance their presentation.

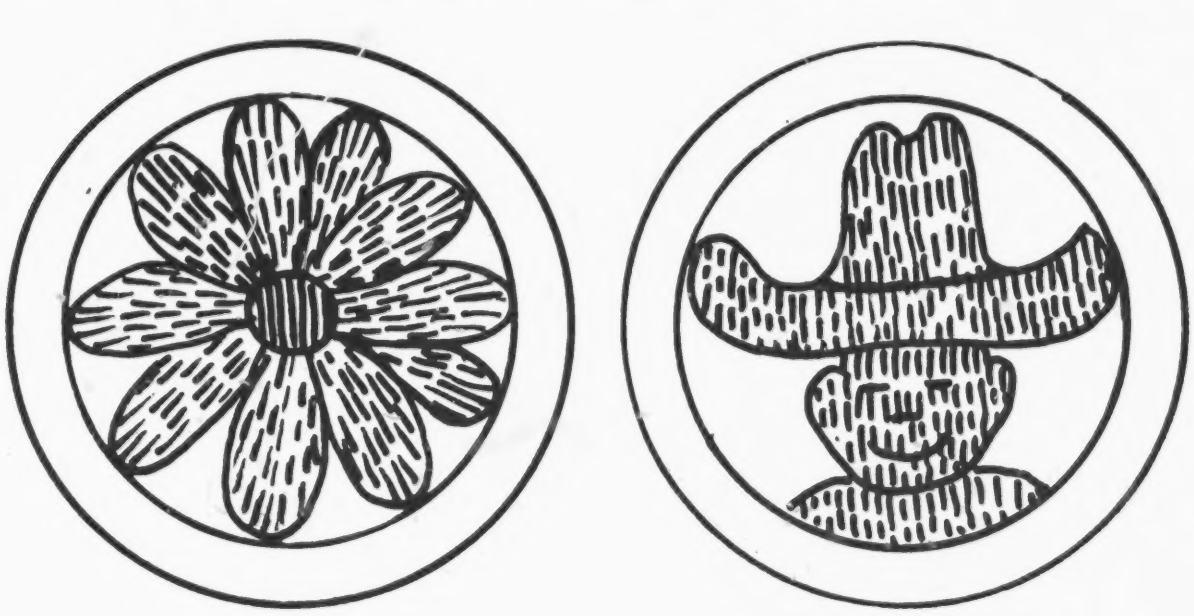
Felt Tip Pens and Tissue -- Draw a simple design with a black felt tip pen, making the lines ¼" to ½" wide. Paint the inside of the design with liquid starch or diluted Elmer's Glue (1 part glue to 2 parts water). Fill in areas of design with small pieces of bright colored tissue paper, overlapping colors to form new colors while glue or starch is wet.



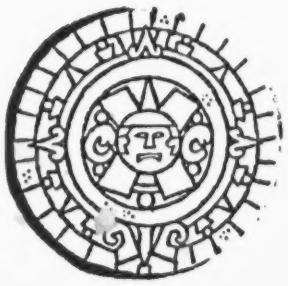
Crayon Rubbings -- When you discuss the textures of various materials in your vocabulary building activities, you might have the children make "rubbings" of some of them. Everything has a texture. Help the children to find the most interesting. Suggested materials for "rubbings":

- Wood grains
- Coins
- Leaves
- Sandpaper
- Bamboo mats
- Flowers
- Cardboard shapes
- String, yarn
- Paper clips
- Sidewalk
- Manhole covers
- Brick wall
- Acoustical tile

Stitchery on Paper Plates -- Provide each child with a paper plate (white or a vivid color), a large needle and several colors of yarn. Encourage designs using big stitches and bold, bright colors.



For a variation of this activity, collect laundry cardboards from shirts (or use pieces of tagboard). When each child has made a stitchery design, lace them together for a wall hanging.



Music Experiences

Music knows no class, creed or racial distinction. It brings children together for positive social experiences and opportunities for self-expression.

Melody, rhythm, harmony, form and mood are elements of music which all children need to know to enjoy and participate in musical experiences. Children can learn to identify these elements by listening to varied musical selections, singing songs, participating in rhythmic activities, playing an instrument and creating their own music.

The migrant child is likely to have missed many of these experiences. A varied music education program can promote language in many ways as well as self-concept and social growth.

In listening to songs children hear:

1. Sounds of words (pronunciation)
2. Rhyming of words (likenesses, differences)
3. Combining of words in structures of language
4. Rhythm of language (accents)

In singing songs children:

1. Acquire vocabulary
2. Express thought and feeling
3. Express the rhythm of words and melody

<u>Music Experiences</u>:

1. Listening Experiences

Listening is the basic activity of all music experiences. In teaching song material the teacher needs to:

a. Sing, play or play recording several times before children sing the song.
b. Explain and discuss word content for meaning (use pictures, etc.)
c. Have children talk the song in rhythm of the melody.
d. Have children sing the song with light voice.
e. Help children to identify similar and different phrases.

In selecting and presenting music literature (recordings) for listening and responding the teacher needs to consider the listening span and understanding of the children.

Music that describes or suggests a scene or story:

Carnival of Animals - Saint-Saëns*
Children's Symphony - McDonald*
Nutcracker Suite - Tschaikowsky*
Hansel and Gretel - Humperdinck*
The Firebird - Stravinsky*

Music with accent:

Sousa's Marches*
The Blue Danube - Strauss*

Folk songs:

Folk Songs of United States*
Folk Dances of United States*
Folk Songs and Dances of Latin America*

2. Singing Experiences

Teacher needs to help the child discover his singing voice. There are ways such as comparing his singing voice with talking, shouting, whispering and humming songs.

When children sing they should use a light, free quality and sing with clearness and expression.

In teaching songs be sure word content is appropriate for specific age and that words and melody are repeated several times.

*Available from Monterey County Office of Education

Primary:

Nursery rhymes
Name songs
Singing games
Number songs
Question and answer songs
Folk songs

Intermediate:

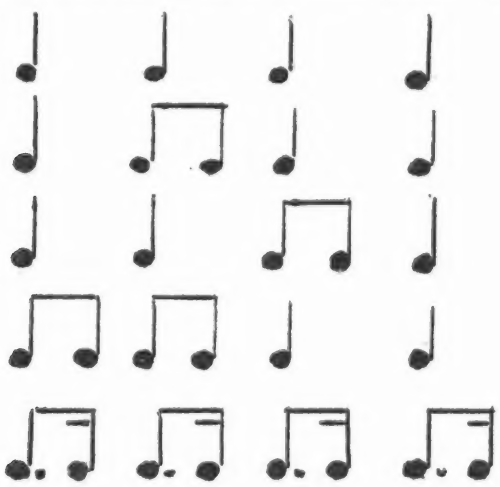
Folk songs of the United States
Nature songs
Patriotic songs
Health songs
Selections from "Sounds of Music" and
"Mary Poppins"

3. Rhythm Experiences

As speech has rhythm, words and syllables may be used to create rhythmic patterns using names of colors, flowers, clothes, etc.

Red	yel - low	blue	and	orange
long	short short	long	short	long

Have children make up rhythmic patterns and have other children give them back (echo).



Combine patterns and make them longer. Improves listening ability.

Have children respond rhythmically with body movement to a drum beat, songs and recordings. Use the rhythm

of the melody and also the beat of the selection $\frac{2}{4}$ $\frac{3}{4}$ $\frac{4}{4}$ by:

Clapping
Tapping (hand or foot)
Finger snapping
Nodding of head
Stamping
Leg (thigh) slapping
Hopping
Sliding
Running
Galloping
Bending
Swaying
Twisting

Other rhythmic activities are folk dancing and creative dancing.

4. Playing An Instrument

Give children an opportunity to play an instrument. When children can make correct rhythmic responses (see Rhythm) they are ready to play an instrument. Use percussion and rhythm instruments, with a tone, such as:

Drums	Maracas
Claves	Castanets
Bells	Auto harp
Triangle	Piano

Use instruments to accompany group singing. Allow for individual capabilities.

The children in intermediate grades should have an opportunity to be in band or orchestra.

5. Creating Experiences

Children should be given an opportunity to be creative in music.

There are many ways such as:

a. Dramatizing and pantomiming musical selections
b. Creating own dance patterns
c. Writing new words to familiar songs
d. Composing their own songs
e. Illustrating musical selections
f. Other activities such as drawing, painting and writing to music

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FOLK SONGS OF THE UNITED STATES
California State Series

MUSIC FOR LIVING SERIES
California State Series

TEACHERS GUIDE TO MUSIC IN THE ELEMENTARY SCHOOL
California State Department of Education

Available From Monterey County Office of Education:*

AMERICAN FOLK SONGS FOR CHILDREN
Ruth Crawford Seeger

DISCOVERING MUSIC TOGETHER
Follett

EXPLORING MUSIC
Holt, Rinehart and Winston

MONTEREY COUNTY INSTRUCTIONAL MEDIA CATALOGS
Records
Films
Pictures

Latin-American Songs in California State Music Series:
(Songs with Spanish words are so indicated)

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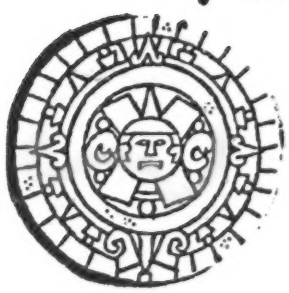
Physical Education Experiences



Some of the basic goals of a good physical education program are: fitness, motor development, mental and social-emotional growth. An over-all condition of fitness should be the ultimate goal -- not just physical fitness. We must constantly keep in mind the total child and realize we are not dealing with a disembodied mind.

A balanced physical education program will meet the needs of all the children and give each an equal opportunity to progress. Activities stressing strength, endurance, flexibility, agility and balance should all be included in the program.

Many migrant children have well developed physical skills and abilities and the teacher should capitalize on these and use them as the foundation of a balanced physical education program.

SUGGESTED ACTIVITIES:

Movement Exploration:

- Running, stretching, crawling, walking, twisting, etc. alone, with a partner or with a group.
- Response to signal.
- Explore ball handling; hoops; stilts, jump ropes; balance beams.
- Obstacle or challenge courses.
- Rhythmical responses and activities.

Rhythmical Activities:

- Creative movement -- with or without accompaniment.
- Singing games.
- Folk dances -- simple; intermediate; advanced.
- Square dances.
- Exercises to musical accompaniment.
- Rope jumping, ball handling to musical accompaniment.

Posture:

- Standing.
- Sitting.
- Walking.

Ball Handling Skills:

- Bounce to self -- to partner -- to others.
- Roll to partner -- to others.
- Throw to partner -- to others -- at target.
- Catch on bounce -- in air.
- Kick to partner; for distance; for accuracy.

Rope Jumping:

- Individual rope.
- Long rope.
- Combination of the above.
- For endurance, agility, speed.

Safety:

- Rules for equipment use.
- Areas for individual and dual activities.
- Condition of grounds.
- Established flow of traffic to prevent collisions, etc.

Games of Low Organization:

- Circle games.
- Simple relays.
- Running, tagging games.

Organized Sports:

- Knowledge of rules of game.
- Student officials.
- Team play.

Self-Testing Activities:

- Tumbling and stunts.
- Apparatus activities.
- Climbing.
- Hanging, by hands, by legs.
- Physical Performance Tests, mandatory for grades 4-12.

HEALTH:

The school has a triple responsibility in the field of health:

1. To build or promote the health of children.
2. To protect them from disease and ill health.
3. To aid in securing the prompt correction of such physical defects and illnesses as exist or develop.

In order to meet this responsibility the schools must provide the following:

- Direct health learning.
  - Health education in the classroom.
  - Nutrition -- knowledge of the Basic Four Groups of Food.
    - Importance
    - Availability

- Adequate rest and sleep.
- Adequate daily exercise.
- Personal hygiene.
    - Cleanliness
    - Grooming
    - Care of clothes, shoes

- Indirect health learning.
    - Health services.
        - Immunization program -- polio, smallpox, measles, etc.
        - Dental hygiene and care of teeth
        - Vision screening*
        - Hearing testing*
        - Speech defects
    - Room environment.
        - Ventilation
        - Heating
        - Lighting
        - Appropriate seating -- height of seat correct for each child
        - Cleanliness
    - Accidents.
        - Accident report form
        - School policy regarding accidents
        - First aid supplies
            - location
            - sanitary
            - complete
    - Safety education.
        - K-grade 3.
            - Pedestrian safety (walking to and from school)
            - Home safety
            - School safety (e.g., playground, corridors, drinking fountains, classrooms, respect for handicapped, fire drills)
            - Bus safety -- automobile safety

*California Education Code
Div. 9, Ch. 4, Art. 4,
11903, 11905

- Bicycle safety
- Safety from strangers

- Grades 4-6.

  - Fire prevention
  - Bus safety -- automobile safety
  - School safety (classrooms, playground, field trips, etc.)
  - Bicycle safety
  - Water safety
  - Home safety
  - Vacation safety

- Grades 7-8.

  - Farm safety
  - Traffic safety
  - Bus safety -- automobile safety
  - Water safety
  - Firearm safety (including blasting caps)
  - Vacation safety
  - School safety (sports -- athletics)

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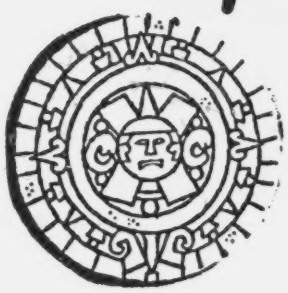
Special Learning Problems



Some children may be uncoordinated and jerky in large and small muscle movements.

For example, these are children who:

- Are clumsy in movement in walking, running, hopping and skipping,
- Have trouble in crawling, creeping and standing,
- Cannot fix their eyes on an object which is non-moving or follow a moving object with their eyes,
- Can move both arms together in a similar manner but cannot move each arm independently,
- Are so clumsy in holding a pencil in writing that it is not really an extension of their forearm,
- Cannot copy a simple sentence, including numerals, from the blackboard to their paper.

ALL THESE ARE CHILDREN WHO NEED SPECIAL HELP TO BE ABLE TO LEARN EFFICIENTLY.

HOW TO TRAIN CHILDREN TO PERFORM MORE EFFICIENTLY:

Some Exercises To Do:

General:

1. Angels in the snow
The child lies on his back on the floor with legs straight and arms at his sides. Arms are then moved on the floor in a full arc to a position above the head. Arms are held at sides, and legs are moved apart as widely as possible and back to a heels-together position. As soon as a child is successful in the separate movements they are combined. As arms move out and up, the legs move apart. When arms are returned to sides, legs are moved together.

2. Stomach roll
Have the child lie face down on the floor with his hands behind his back. Have him arch his back and rock like a rocking chair. If he has difficulty arching his back, help him by asking him to lift his head as high as he can. Then have him lift his legs as far as possible. Finally ask him to lift head and legs at the same time, and rock on his stomach.

3. Sit ups
Have the child lie on his back with a pillow under his hips. While you hold his feet down, he should try to sit up.

4. Feet lift
Have the child lie on his back with a pillow under his hips. At first have him lift each leg separately to about 10 inches off the floor and hold it up for about ten seconds. Then have the child lift both feet together and hold for ten seconds.

Using your child's own flat hands, feet and knees as the patterns, draw around these on light-weight cardboard. Cut out many of these forms so you will have enough of them to make "tracks" around the room. Arrange these "prints" so the child must CREEP under tables, then WALK across the room and then CREEP back. The patterns can be taped to the floor with masking tape and can be fastened with safety pins. With a bit of imagination aides can place "tracks" throughout the entire room making baby steps, giant steps, walking backward and frontward. The prints can be used over and over again and will justify the time involved in making them.

5. Jump board
A jump board is an excellent bouncer for children. Obtain a full eight-foot strip of 5/8 or 3/4 inch plywood, 12 or 14 inches wide. Support it at each end with large blocks or small boxes of sufficient height so your child can bounce on the middle of the board without bumping the floor or ground. He can bounce once then jump or bounce twice or three times and then jump across the board.

Hand & Eye Exercises:

Permit the child to use his preferred hand. If he seems to be "two-handed" help him to gain a preferred hand after determining by observation which hand is most frequently used. Also watch him to see which hand he seems to control better in all special movements. Do not insist that he always use just one hand in all special movements. There is more and more evidence in the study of handedness that rigid one-sidedness can also be a handicap to a child.

1. Hammering
   Children can be given a piece of soft lumber, a light-weight hammer and short nails with large heads so they can "carpenter". The nails can be started for them to avoid pounded fingers. This activity is very useful in the development of special movement pattern of hands and eyes.

2. Tracing
   Tracing around blocks and cut-outs or tracing the out-lines of simple, heavy line pictures is excellent practice for the child. It furnishes a definite visual pattern for the child to follow while allowing freedom of direction and mobility of hand. It also creates a need to use the non-preferred hand in a supportive role while it holds the pattern to be traced.

3. Ball skills
   In teaching the child to "catch" it is best to start with a large beach ball or even large round balloons. The balloon floats slowly enough for the child to learn control of hands and fingers necessary for speedy grasp in catching it as it comes to him through the air. A seven-inch round rubber ball can be added later.

4. Cutting
   When a child wishes to cut out pictures, encourage him to start by cutting out the "picture of a picture". He should start by following simple lines that frame the picture. These can be drawn by the aides. As cutting skill increases, the lines can be drawn closer to the contour of the actual picture.

Seeing-Saying Exercises:

The following will assist the child in the development of the seeing-saying patterns. In general, the activities are in the sequence of developmental and chronological order demonstrated by children in the first five to seven

years of life. They follow the sequence of do and say, see and name, hear and imitate, listen and repeat, inspect and tell, visualize and describe.

1. Make a game for verbs -- walk, run, hop, work, play, etc. Question the child about what a boy can do, a girl, a mother, a father, a dog, a truck, a tractor, etc.

2. Make a game for adverbs. Walk quickly, slowly, sadly, quietly, noisily, happily, etc.

3. Make a game for prepositions. Have him put an object in, on, under, beside, below, above, behind the box, etc.

4. Make a game for adjectives. Have him bring you something blue, red, big, little, striped, smooth, hard, soft, fuzzy, etc. Have him pretend he is big, brave, happy, unhappy, kind, old, young, etc. Have him describe objects on the dinner table, his parents, his clothes, your clothes, etc.

5. Have him name and classify objects and activities. Have him name all the fruits he can, then all the vegetables he can, then furniture, animals, cars, toys and colors. Have him talk about mother's activities, father's activities and his own activities.

6. Show the child an interesting picture. Let him hold and handle it first. Encourage him to talk about the picture after he looks it over. Help him to increase the length of his sentences which describe the picture.

7. Have the child give the opposites of words you say, such as "black" when you say "white," "little" when you say "big," etc.

Developing Eye Movements:

The child who enters school with eye movement skills has a tremendous advantage. Aides can do much to assure this advantage for their children by using the following routines to assist their children to gain eye readiness.

1. Sit in front of the child and have four or five small objects or toys in your lap. Pick up one of these with your right hand and hold it off to the child's left side, urging him to look at it and name it. While his attention is on this object, pick up another with your left hand and hold it off to his right side.

As soon as he has identified the first one, urge him to look at the second one. While he is looking at this, pick up another object with your right hand and repeat. Keep this little game going as long as you can with quick changes of objects urging the child to look back and forth from right to left as quickly as possible. As you observe more rapid eye movements and less head movement, hold the object in various positions so that the eyes will move in all directions.

2. Urge the child to look at you when you speak to him. When you wish to tell him something, say "Look at me" and then make your comment. Every time this is done, the child will get practice in looking and listening.

3. Attach a string to a golf ball or a small rubber ball so it can be hung from a light fixture or doorway.

   a. Have the ball at about the child's nose level when he stands facing it. Swing it gently to and from him and instruct him to watch it as it comes and goes.

   b. Swing it side to side and again instruct him to watch it without head movements as it swings back and forth.

   c. Hang the ball about three feet off the floor. Have the child lie on his back directly under it. Now swing it in a rather large circle and instruct him to watch it until it comes almost to a stop.

4. Pin a small cut-out airplane on a pencil eraser. Instruct the child to follow the plane flight with his eyes while you move it in all directions.

5. Have the child hold his right and left forefingers erect, about 12 to 14 inches apart and about 12 inches in front of his eyes. Have him look quickly from left to right, and from right to left. Encourage him to move his eyes as quickly as possible but be sure that both eyes "land" on his finger tip each time.

   Some children may have difficulty in developing the rhythmic fixation from finger to finger. If so, use your index finger to pace him from left to right, touching his finger each time. A young child's attention can be held if you ask him to "watch the bunny hop from finger to finger."

Remembering Skills:

1. Place several familiar toys or objects on a table

behind the child. Have the child turn and look at the table for a few seconds. Then have him turn away from the table and name as many of the toys or objects as he can recall. Gradually increase the number of objects.

2. Place several toys or objects on the table and have the child examine its contents for a few seconds. Have him close his eyes while you remove one. When he opens his eyes have him tell you which one is missing.

3. Show the child a picture cut out of a catalog or magazine which contains a number of familiar items. Cover it and have the child tell as many things as he remembers seeing.

4. Draw a simple form or pattern on the child's chalkboard while he watches you do it. Then erase it quickly and thoroughly, and have him draw it as nearly like yours as possible.

5. Show him a simple pattern for a few seconds. Remove, and have the child draw it from memory. The first patterns shown the child should be squares, circles, crosses, triangles and rectangles of various sizes.

School Placement

The migrant child poses the same problem for the teacher as each new child in her classroom does at the beginning of the school year; i.e., where to begin instruction. He often comes with no formal school records, no test data to indicate ability or skills and speaking little or no English. Ways must be found to make the child become an integral part of the class and to start some formal instructional program. In some cases, the migrant child is permitted to "sit" and do "busy work" as long as he does not interfere with normal classroom procedures.

INITIAL CONTACT:

Education and psychology have presented us with a wealth of theoretical and practical knowledge about children and the learning process. The migrant child, prejudices notwithstanding, shares with all children similar needs. He needs security, recognition, affection and individual status. His learning processes are similar to the learning processes of all children. He also possesses individual needs. He is a "special" child in that:

- He may speak little or no English and have few ways of communicating with others.
- His cultural background has been unique.
- His schooling may have been hindered by many interruptions as his family has moved to follow the crops on which their livelihood depends.
- He tends, as does his family, to feel alienated from the majority culture. Language, customs

and behavior of those around him may be new and bewildering.

The primary concern of the teacher is to reduce these feelings of "difference" so that he can become an effective, functioning member of a social unit. Techniques for making him feel wanted, accepted, secure and recognized are the same techniques as those used for any new child:

- Welcome him into the class and introduce him as a new member. It may be necessary to speak to him in his own language or have another child serve as an interpreter.

- Assign him a "buddy" who will help him to find his way around the school, know where supplies are and indicate what is to be done when instructions are given. This will usually involve the use of a bilingual child.

- Individual attention from the teacher: speaking to the child frequently, calling him by name, seeing to it that he is "getting along all right" with a particular assignment, giving instructions first in Spanish and then in English.

The first few days will be spent in getting the child to feel accepted and wanted in the classroom and presenting him with routine tasks in an effort to find out which ones he can do.

The most critical deficit in the migrant child's school life is usually his inability to communicate. He will need assistance in oral communication. Time needs to be spent in teaching the child the names of common objects, simple sentences and how to express common needs. Simple vocabulary should be established before attempts are made to introduce reading.

For the child with limited spoken English, formal assessment of skills is not considered necessary or desirable. The teacher's evaluation of the child at this stage of development will be through subjective judgment of tasks he can do and tasks he cannot do. Instruction begins at the child's level of accomplishment.

FORMAL ASSESSMENT:

At the present time there are no test instruments that can easily be used by the teacher or teacher aide to determine a non-English speaking child's skills or ability. It is recommended that formal assessment be limited to those

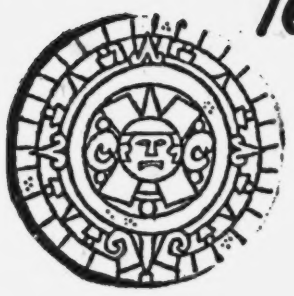
migrant children who display ability to communicate well in English. For these children assessment of basic skills serves as a guideline to placement in the instructional program, not as a permanent classification.

Assessment is never used to "label" or "catalogu children. The purpose of assessment is to give a estimate of present skills so that a starting point for instruction can be established.

Reading and arithmetic comprise the major instructional areas in the school program. Once a starting point has been established for instruction in these two areas and a child has been started on a program, he will be able to participate in any group testing utilized within the district. Although it is understood that the non-English speaking child will be penalized due to his language handicap in any group test, the results will indicate his present functioning skill level.

It is suggested that children who present significant differences in ability to learn, perceptual motor development and social and emotional adaptation be referred to psychological services for individual assessment. Referrals of this kind will be processed through the building principal.

Teacher Aides



Many districts in the Migrant Education project have employed non-professional aides to assist the classroom teachers in their efforts to meet the special needs of migrant children. The advantages of using aides, especially those who live in the community and speak Spanish, are numerous:

- Interpreting the program of the school to the community and communicating to parents the schools' genuine interest in and concern for their children.
- Communicating to school personnel the realities of migrant life and its problems.
- Freeing the teacher to meet the specific needs of individual children.
- Helping the aide find personal fulfillment and economic independence in a new career.
- Providing a desirable model with whom the migrant child can identify.
- Giving the child a familiar, reassuring link with his own language and culture in the midst of what seems to be an alien environment.

The services which the teacher aide performs are dependent on the skills and experience of the aide, the number and needs of the children and the willingness of the teacher to relinquish control of aspects of the teaching task.

In general, persons who are best equipped to work as aides possess the following characteristics:

- Good physical and emotional health.
- Willingness to take training and interest in learning new ways that work better than old ways.
- Ability to work with other cultural groups.
- Ability to establish warm, human relationships.
- Sincere enjoyment of children and some understanding of how they learn and grow.
- Experience in working with children as a mother, Sunday school teacher or in youth groups.

Some kind of training should be made available to the aide so that she has the opportunity to increase her skills. This might be accomplished with the teacher, administrator or member of the migrant education task force. Some of the items which might be covered in a training program:

- Selected methods of drill in phonics and math.
- Correct formation of manuscript or cursive writing.
- Instruction in use of instructional materials:
  - Using movie and filmstrip projectors, record players, tape recorders
  - Mixing paint, preparing clay.
  - Using answer keys to grade workbooks.
- Instruction in aides' professional responsibilities:
  - Regular attendance and promptness.
  - Professional conduct within the school and in the community (e.g., keeping school records and information confidential).
  - Loyalty to the teacher and the school.

Some of the ways that teachers are using teacher aides are listed below:

- Assist with playground supervision.
- Assist with field trips.
- Arrange bulletin board displays.
- Type and duplicate materials.

- Make teaching aids.
- Give individual help to children at their seats while teacher works with a small group.
- Take lunch count and attendance check.
- Record grades, file papers.
- Teach new games during physical education.
- Secure materials from supply room.
- Assist with distributing art materials.
- Supervise a small group working with an art project.
- Dictate to students.
- Read to small groups.
- Make sure the classroom is ready for use before instruction and in good order after instruction.
- Supervise use of classroom library.
- Secure data on pupils.
- Help give oral examinations.
- Secure and return audio-visual materials.
- Supervise special interest centers (listening, viewing, writing).

Involving the Parent

Involving the Mexican-American migratory worker in the education of his children can be difficult because of the length of the working day. Workers leave for work in the morning long before the children awaken, and return after the children have come home from school. In the struggle to maintain the existence of life, to supply the necessities of food, clothing and shelter, the migratory worker may have little time or energy to be concerned with the education of his children or to improve his knowledge of English.

Many Mexican-American children go to a new school to register by themselves because their parents are already at work, or the mother, who may be at home, has no means of transportation. Many children do not ask for transfers when they leave. Perhaps they left early in the morning before school was open, or at night when it was closed. They arrive at the next school with no information as to previous schooling.

Involvement of parents must be done by <u>going to them</u>, rather than asking them to come to the school. This is because of the time element and also because the people will not usually give a natural response in a place as strange to them as the school. Many parents will not leave the labor camp simply because they are too tired to make the effort.

Some school people do not relate well to the Mexican-American parent because they feel strongly about the importance of education and see the Mexican-American as one who is not deeply interested in education. Others do not feel sympathy because they resent the attitude of

acceptance of his lot by the Mexican-American. They do not realize that this is one of the strengths by which he has survived over the centuries.

Since Mexican-Americans are family oriented it is not as easy to appeal to them in groups as it would be with middle class Americans. The Mexican-American mother, particularly, is not at ease in groups. The closeness of relatives in the family setting may encourage the organization of a group to learn about their children's program in school or to begin English as a Second Language.

If at all possible, persons who work with parents where their home is located -- in the labor camp -- should have the following qualifications:

1. A working knowledge of spoken Spanish, or, better, a Mexican-American background.
2. The quality of empathy which would enable them to think with the people.
3. A willingness to participate in camp activities that include more than the formal act of teaching. Emphasis should be placed on getting acquainted and informality of action and response.
4. A willingness to have children accompany parents to class, since Mexican men traditionally do not act as baby sitters.
5. The ability to be at ease and truly interested in the people as individuals. This is especially desirable if and when invitations are received to visit the homes.

There are two approaches to subject matter: The first is to devote several sessions to explaining the purpose of the school, what is being attempted with the children, why this is being done and how it is done. If this is done and parents are given a chance to ask questions, more success with the children will result. A second approach is to teach English as a Second Language as informally as possible, using as many devices as possible which appeal to the several senses.

Whatever approach is used, it is desirable to use leaders who are familiar with what is going on in school so that a continuous bridge is provided between children, parents and the school.

In any group there are one or two persons with natural leadership ability who can be utilized if they are able to deal effectively with their fellows. These persons sometimes can act as a bridge to a closer relationship and a better understanding of the developing group. Again, care must be used so that internal friction does not divide the group.

Most Mexican-American adults are fully aware of the threat which automation poses for their present way of life. In most cases, they are ready to learn a new language and to understand a new culture. Education of themselves and their children can be seen as a way to deal in an active way with this threat.

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